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A Survey of the Quantitative Elements of the Media Programs Available in the Public Schools within the Estacada Union High School District

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A SURVEY OF THE QUANTITATIVE ELEMENTS OF THE MEDIA PROGRAMS
AVAILABLE IN THE PUBLIC SCHOOLS WITHIN THE
ESTACADA UNION HIGH SCHOOL DISTRICT

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements of the Degree
Master of Education

by
Vernon Edward Hess

July 1970

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

The publication of the Certain Standards in 1918 marked the first nation-wide attempt to provide guiding standards for school libraries. National standards have been revised at least three times since that first publication date. The latest and certainly the most comprehensive national standards are contained in the book; Standards for School Media Programs, which was published in 1969. The new standards were the result of joint efforts by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association in cooperation with an advisory board, consisting of representatives from several professional and civic associations (11:1).

State agencies also provide media standards either as minimum requirements or as recommendations. The revised media standards for the state of Oregon are presented in the publication; Minimum Standards for Public School, which was published in 1966. The standards in this publication are the minimum media standards required by the Oregon Department of Education (17:1). Washington State's Office of the Superintendent of Public Instruction released in 1968, a joint publication of the Washington State

Association of School Librarians, Washington Department of Audiovisual Instruction and the Washington State Association for Supervision and Curriculum Development. This publication provides guidelines that are strongly recommended by the Washington State Board of Education (12:2).

Standards make available to the schools the basic quantitative criteria upon which they can plan for the development of a new program or the improvement of an existing program. Comprehensive planning should take place after careful consideration has been given to where the individual school stands in relation to published standards. This study provides each school with the needed basic information that can be used in the development of a planned media program.

I. THE PROBLEM

Statement of the Problem. Information regarding staff, budget, facilities, equipment, materials and services provided by the media programs of the public schools within the Estacada Union High School District was not available. The problem was to gather data on each specific item and present it in a usable manner.

Purpose of the Study. The purpose of this study was to determine the weaknesses that could be identified by comparing the quantitative elements of the media programs

available in the individual school with evaluative criteria provided by the requirements and recommendations of state and national media standards.

II. DEFINITION OF TERMS

Communication. Communication was defined as "the arousal of common meanings, with their resulting reactions, between communicator and interpreter through the use of signs or symbols" (7:41).

Media. Media was defined as "printed and audio-visual forms of communication and their accompanying technology" (11:xv).

Media Specialist. Media specialist was defined as "an individual who has broad professional preparation in educational media. If he is responsible for instructional decisions, he meets requirements for teaching" (11:xv).

School Media Program. For the purposes of this study school media program refers to the total media resources that are available to students and teachers in an individual school. This includes staff, budget, facilities, services, materials and equipment.

CHAPTER II

REVIEW OF LITERATURE

Change has become one of the major characteristics of American society in the Twentieth Century. Change is evident in the ways people dress, the homes in which they live and the modes of transportation that they use. Communication in education has also changed. A comparative review of the three latest national standards for school libraries provides evidence of an increasing emphasis upon nonprint resources (1), (2), (11). This continuing ability of the national standards to adapt to a changing society has also allowed the individual school to change its educational program in a planned and organized manner.

A second characteristic that was apparent in the three national standards was the requirements for greater quantities of educational media. Many individuals have stated that educators should provide sufficient quantities of media, so that they may more effectively communicate with students.

Kids are what the game is all about. Given an honest game with enough equipment to go around, it is the mental, emotional and volitional capacity of the student which most determines the outcome Schools are not in business to label kids, to grade them for the job market or to baby sit. They are there to communicate with them (4:71).

The previous statement was that of the Reverend John M. Culkin and presents one of the principle problems in education today. How can schools effectively communicate with students if they do not use the materials and equipment that are relevant to the era in which the students live? Leon Lessinger has stated that "one of the most devastating educational issues of today is contained in the cry by many of our young people that school experience is irrelevant" (13:93).

Father Culkin described the relevant world of today's student when he said:

A lot of things have happened since 1900 and most of them plug into walls. Today's six-year old has already learned a lot of stuff by the time he shows up for the first day of school. Soon after his umbilical cord was cut he was planted in front of a TV set 'to keep him quiet.' He liked it enough there to stay for some 3,000 to 4,000 hours before he started the first grade. By the time he graduates from high school he has clocked 15,000 hours of TV time He lives in a world which bombards him from all sides with information from radios, films, telephones, magazines, recordings and people Through travel and communications he has experienced the war in Vietnam, the wide world of sports, the civil rights movement, the death of a president, thousands of commercials, a walk in space, a thousand innocuous shows, and one may hope, plenty of Captain Kangaroo (4:71-72).

Educational institutions should be prepared to compete with outside influences for the attention of the students. Neurophysiologists have provided evidence that the attention must be gained before learning can begin (15:121).

New findings and discoveries in the pure sciences and the behavioral sciences have added another dimension to the challenges facing educators. James J. Thompson stated that:

. . . although new information is piling up at an exponential rate, the traditional format of schooling remains practically unchanged. In the relatively tranquil decade of the thirties, twelve years were allotted to public education. In our own tempestuous time the same twelve years prevail. Since little has been dropped from the curriculum and a great deal added, today's teacher must teach two or three times as much as his predecessor, in the same span of time. Obviously, today's teacher must be two or three times as efficient as yesterday's teacher or he will create an information lag that could eventually threaten the entire social structure (21:25).

The elements that make up the educational media program have been demonstrated to be effective in research studies in aiding teacher efficiency and gaining student interest. A study by Evangeline Galas provided evidence that teachers were able to effectively teach a foreign language without possessing an adequate knowledge of the language through the use of phonograph records (23:370). William Brish demonstrated that students improved significantly in their studies with the use of closed circuit television (23:368).

Recent changes in the methods of instruction have also placed increased demands upon education. Methods such as the inquiry or discovery method can be more easily performed when ample supplementary resources are available. These resources could be provided by adequate media programs.

Adequate media programs can provide an integrated variety of print and nonprint materials and sufficient facilities and staff to enable students and teachers to effectively utilize the available resources. The use of state and national standards can assist schools in identifying the ingredients of an adequate media program.

Oregon, Washington and national standards provide schools with a progressive scale of requirements and recommendations for analytic comparison of the quantitative elements of school media programs. Oregon State's revised standards for media programs ". . . are requirements to which all public schools must conform to become or to remain eligible for basis school support fund apportionments" (17:1). This statement makes the individual public school in Oregon responsible for providing at least a basic educational media program. The development of a media program should not necessarily terminate, however, when the basic requirements have been achieved. Many situations necessitate that the program develop beyond minimal standards.

Washington State's standards provide evaluative criteria exceeding the minimum Oregon State requirements. Washington State school media standards were published in a document entitled; Program for the Learning Resources Center. The guidelines established in this publication were not required of the public schools within the state, but were strongly recommended. They represent criteria for the

development and improvement of intergrated media programs. The standards were arranged in three categories: (1) minimum; (2) good; and (3) excellent (12:7-10). These three categories allow the individual schools to plan programs on a long range, continuing basis. The school that has a media program that has already achieved the minimum standards is provided with the criteria for improving its program to "good" or even "excellent" standards.

National Standards for School Media Programs represent the most comprehensive and demanding of the three sets of standards used in this study. The standards were prepared with two main goals in mind: (1) ". . . to bring standards in line with the needs and requirements of today's educational goals; and (2) to coordinate standards for school libraries and audiovisual programs" (11:x).

The new national standards project beyond the purpose of establishing guidelines.

National standards have many functions beyond the immediate ones of providing guidelines for media programs of good quality and establishing criteria for the media services, resources, and facilities essential in the educational process. They act as a stimulus to correct the serious deficiencies now existing in too many of our schools by (1) assisting in the establishment of media centers where no service is available, or (2) accelerating the improvement of media services in those schools where optimum programs are defeated because of lack of sufficient staff and resources or because of other substandards conditions (11:x).

A few problems arise, however, when standards are established for media programs, as Anna Hyer has stated;

Setting quantitative standards is somewhat dangerous. In the eyes of many administrators, minimum standards tend to become maximum ones. Furthermore, basic standards need to be adapted to local conditions. It is quite possible that a minimum standard in one school may be fairly adequate for another . . . (10:506).

Each school should identify and understand their own educational aims in relation to the standards. ". . . Standards should be interpreted in terms of intent of use and the special requirements of the individual user Standards should not be interpreted as uncompromising prescriptive" (18:3).

Summary. National and state organizations have been continually revising their media standards in order to keep pace with changes in education. The standards that have been presented by the three state and national publications have the same basic aim; to establish guidelines for administrators and media specialists to follow in improving school media programs. They do not intend for the individual school to rush out and buy materials and equipment and hire new personnel merely to meet the standards as they are set forth. Instead, the standards offer goals to be reached by careful and deliberate planning over a period of time, keeping in mind the goals and necessities of the individual school's curriculum, students, and teachers. A comprehensive, planned media program that is able to serve the needs of students and teachers is of importance to educational institutions faced with the challenges of today and tomorrow.

To some the standards may seem to be unreachable goals that will be expensive in time, effort, and money. The failure to attempt to reach these goals, however, may be much more costly to American society in the future.

Education of high quality is expensive, but far more costly is the waste of human resources in poorly educated students whose talents are lost to this nation. Quality education requires media personnel in sufficient number and with specialized competencies. It calls for resources in great quantity and many forms. It needs facilities of adequate size and functional design (11:5).

CHAPTER III

METHODS AND PROCEDURES

Six major steps were involved in providing the schools with a comparative analysis of the quantitative elements of their media programs; (1) review of recent literature; (2) development of a questionnaire; (3) distribution of the questionnaire; (4) tabulation of the results; (5) descriptive comparison of each program with state and national standards; and (6) formulation of recommendations for the utilization of the findings. This study was limited to the public schools within the geographical boundaries of the Estacada Union High School District. The schools included; (1) Estacada Primary School; (2) Estacada Junior High School; (3) Estacada Middle School; (4) Estacada Union High School; (5) Eagle Creek Elementary School; (6) Barton Elementary School; (7) Redland Elementary School; and (8) Three Lynx Elementary School.

Estacada Primary, Estacada Middle, Estacada Junior High, Eagle Creek Elementary, and Barton Elementary were all part of the Estacada Elementary School District. All other schools were independent districts. Barton was a two room school located approximately two miles from Eagle Creek Elementary. Students from Barton share the media program

provided by Eagle Creek Elementary School. Therefore, Eagle Creek and Barton have been considered as a single unit in the analysis of data in Chapter IV.

I. METHODS

A questionnaire was prepared as a means of gathering information about the individual media programs. To prepare this questionnaire, three major sources were examined; (1) Standards for School Media Programs; (2) Minimum Standards for Public Schools (Oregon); and (3) Program for the Learning Resources Center (Washington). The questions were then developed and submitted to Dr. Kenneth Berry and Mrs. Helen Patton, instructors of educational media at Central Washington State College. The results of their recommendations demanded numerous revisions. A copy of the final questionnaire may be found in the Appendix. The questionnaires were then mailed to the individuals in charge of each media program. Their names were obtained from the Clackamas County Educational Directory, 1968-1969 edition. The questionnaires were then collected, and a personal interview with each individual followed.

II. PROCEDURES

Each media program was analyzed separately since standards vary according to enrollment and grade levels. The media programs were divided into six different sections;

(1) materials; (2) equipment; (3) services; (4) facilities; (5) personnel; and (6) budget. The results were then listed in descriptive and table form. Percentages for equipment were rounded off to the nearest whole unit.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to present comparative data gathered from questionnaires and published standards. The Oregon and national standards presented were minimums, except when noted otherwise. Washington standards were taken from the "good" level, except when noted otherwise. Each school is presented separately for the purpose of comparing it to national and state standards rather than with the other schools.

I. BACKGROUND

It was the intent of this section of the questionnaire to provide information concerning enrollment, number of teaching stations, and grade levels of the individual schools. This was the information upon which most standards were based.

Table I shows that Estacada Union High School was the largest school surveyed. It had an enrollment of eight hundred and fifteen students in grades nine through twelve. The high school also had thirty teaching stations. Three Lynx Elementary School represented the smallest school surveyed. This school had an enrollment of eighty students in grades kindergarten through eight, and there were four

teaching stations. The other schools were approximately the same size, ranging from four hundred and ninety to two hundred students enrolled. The number of teaching stations ranged from eight to nineteen. The grade levels included kindergarten through grade eight.

II. RESPONDENTS TO QUESTIONNAIRE

Table II indicates that the official title of the individual responding to the questionnaire ranged from a media coordinator to a district clerk. There were two librarians and two library aides. There was also one secretary-librarian. This provides preliminary evidence of the primary responsibilities of each individual.

TABLE I

ENROLLMENT, NUMBER OF TEACHING STATIONS, AND GRADE
LEVELS SERVED BY EACH MEDIA PROGRAM

	ESTACADA UNION HIGH	ESTACADA JUNIOR HIGH	ESTACADA PRIMARY SCHOOL	ESTACADA MIDDLE SCHOOL	EAGLE CREEK- BARTON	REDLAND SCHOOL	THREE LYNX SCHOOL
Student Enrollment	815	333	333	490	200	420	80
Number of Teaching Stations	30	12	19	19	8	19	4
Grade Levels	9-12	7-8	1-3	4-6	1-6	K-8	K-8

TABLE II

OFFICIAL TITLE OF THE INDIVIDUAL RESPONDING TO THE QUESTIONNAIRE

	ESTACADA UNION HIGH	ESTACADA JUNIOR HIGH	ESTACADA PRIMARY SCHOOL	ESTACADA MIDDLE SCHOOL	EAGLE CREEK- BARTON	REDLAND SCHOOL	THREE LYNX SCHOOL
Official Title	Media Coordinator	Librarian	Library Aide	Librarian	Library Aide	Secretary Librarian	District Clerk

III. ESTACADA UNION HIGH SCHOOL

Estacada Union High School failed to meet the book and magazine standards of all three organizations in Table III. The high school also failed to meet many of the recommendations set by the national standards for materials collections. Newspapers were sufficient for Oregon and Washington standards but did not achieve the recommended national level. Filmstrips, records and tapes did not meet Washington or national standards. Eight millimeter films, slides, globes, pictures, and transparencies in the high school program did not attain the level required by the national standards.

Table IV indicates that the high school met all but two of the recommendations set by minimum Washington standards and achieved over half of the recommendations of the national standards. Overheads, 16mm projectors, microfilm projectors, and motion picture cameras were in sufficient supply to meet all standards except the national. There were insufficient quantities of 8mm projectors, slide-filmstrip projectors, and television receivers to meet either Washington or national standards. Sufficient numbers of audio tape recorders, phonographs, video tape recorders, thermal copiers, photocopiers, diazo printers, dry mount presses, spirit duplicators, mimeographs, and still cameras were available to meet all standards given.

TABLE III

MATERIALS AVAILABLE IN ESTACADA UNION HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA UNION HIGH	OREGON	WASHINGTON	NATIONAL
Books	7,856	8,150	12,225	16,300
Magazines	55	56	100	125-175
Newspapers	5	2	4	6-10
Vertical File Material	617	a	a	a
Filmstrips	81	a	560	2,445
Records and/or Tapes	127	a	760	4,890
8MM Films	7	a	a	1,222
Slides	93	a	a	2,000
Globes	2	a	a	8
Maps	47	a	a	a
Pictures	85	a	a	475
Transparencies	137	a	a	2,000
Video Tapes	10	a	a	a
Kits	2	a	a	a

^aIndicates that no specific requirement was given.

TABLE IV

EQUIPMENT AVAILABLE IN ESTACADA UNION HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA UNION SCHOOL	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	16	a	9	32
16MM Projectors	4	a	4	10
8MM Projectors	2	a	3	3
Slide-Filmstrip Projectors	6	a	8	23
Audio Tape Recorders and/or Phonographs	20	a	6	10
Microfilm Projectors	1	a	1	3
Television Receivers	4	a	10	31
Transparency Makers	3	a	1	2
Photo Copiers	2	a	a	2
Dry Mount Presses	1	a	1	1
Duplicators	4	a	1	2
Still Cameras	2	a	1	1
Motion Picture Cameras	1	a	a	2
Video Tape Recorders	2	a	a	2

^aIndicates that no specific requirement was given.

^bWashington standards are minimums.

Estacada Union High met all of the recommendations set by the Oregon, Washington, and national standards for services as indicated in Table V.

Table VI shows that the high school program achieved most of the recommendations for facilities. It did not, however, have adequate space for storage of equipment. It also did not provide the overall square footage recommended by the national standards.

National standards indicated in Table VII that the high school should have five more technicians and two more professional media specialists. Washington standards recommended one extra half time professional.

Table VIII on page 24 indicates that the media coordinator had replied that the high school had an inadequate budget for the media program. This response was affirmed by the national standards.

TABLE V

SERVICES AVAILABLE IN ESTACADA UNION HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA UNION HIGH	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	YES	YES	a	YES
Do you have a regular procedure for materials selection?	YES	a	a	YES
Do you provide for materials production?	YES	a	YES	YES
Are you active in curriculum planning?	YES	a	YES	YES
Do you provide in-service instruction?	YES	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	YES	a	a	YES
Do you train student help?	YES	a	a	YES
Do you offer media services other than school hours?	YES	a	a	YES

^aIndicates that no specific requirement was given.

TABLE VI

FACILITIES AVAILABLE IN ESTACADA UNION HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA UNION HIGH	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	YES	a	YES	YES
Do you provide space for student production?	YES	a	a	a
Do you have space for listening and viewing?	YES	a	YES	YES
Do you have a darkroom?	YES	a	a	YES
Do you have a materials production room?	YES	a	a	YES
Do you have adequate space for equipment storage?	NO	YES	a	YES
How many square feet do you have in your center?	6200	a	a	11,820- 13,950

^aIndicates that no specific requirement was given.

TABLE VII

PERSONNEL AVAILABLE IN ESTACADA UNION HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA UNION HIGH	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	YES	YES	YES	YES
Do you have any staff members?	YES	YES	YES	YES
If so, how many hours per week?	140	40	60	320
Technical?	1	NO	1	3
Professional?	—	NO	1/2	2
How many college quarter hours of audio visual have you had?	51	a	36	a
Number of years experience as librarian or media specialist?	3	a	a	a
How many years as a classroom teacher?	1	a	a	a

^aIndicates that no specific requirement was given.

TABLE VIII

BUDGET AVAILABLE IN ESTACADA UNION HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA UNION HIGH	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	NO	a	YES	YES
Do you have control over the expenditure of your budget?	YES	a	YES	YES
Do you propose an annual budget?	YES	a	YES	a
Is your budget decided by the principal?	NO	a	a	a
Is your budget decided by a district budget committee?	YES	a	a	a
Your total budget per year?	\$17,800	a	\$12,225 ^c	\$33,252 ^b

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual school and the system media center.

^cThis figure is for materials only.

IV. ESTACADA JUNIOR HIGH SCHOOL

Table IX indicates that Estacada Junior High School failed to achieve most of the recommendations for materials established by Oregon, Washington, and national standards. The junior high failed to meet the book, magazine, and newspaper recommendations of all three. The junior high failed to meet the Washington and national standards for filmstrips, records, and tapes. National recommendations for 8mm films, slides, pictures, and transparencies were also above the level achieved by Estacada Junior High School.

Estacada Junior High was able to attain a higher percentage of achievement for equipment in Table X than for materials in Table IX. The junior high, however, failed to meet minimum Washington and national standards for 8mm projectors, microfilm projectors, dry mount presses, and television receivers. The junior high failed to achieve national standards for overhead projectors, slide-filmstrip projectors, transparency makers, motion picture cameras, and video tape recorders. Oregon made no specific requirements for equipment.

Table XI shows that the junior high met all of the media service recommendations except three. It did not meet the Washington and national standards for materials production. It also did not meet the recommendation that the individual in charge of the media program be actively

TABLE IX

MATERIALS AVAILABLE IN ESTACADA JUNIOR HIGH SCHOOL'S MEDIA PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA JUNIOR HIGH	OREGON	WASHINGTON	NATIONAL
Books	3,158	3,330	5,000	10,000
Magazines	24	26	70	100-125
Newspapers	1	2	2	6-10
Vertical File Material	25	a	a	a
Filmstrips	130	a	460	1,500
Records and/or Tapes	36	a	660	3,000
8MM Films	—	a	a	500
Slides	114	a	a	2,000
Globes	4	a	a	4
Maps	30	a	a	a
Pictures	60	a	a	202
Transparencies	36	a	a	2,000
Video Tapes	—	a	a	a
Kits	—	a	a	a

^aIndicates that no specific requirement was given.

TABLE X

EQUIPMENT AVAILABLE IN ESTACADA JUNIOR HIGH SCHOOL'S MEDIA PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA JUNIOR HIGH	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	4	a	5	14
16MM Projectors	5	a	2	5
8MM Projectors	1	a	2	19
Slide-Filmstrip Projectors	6	a	3	11
Audio Tape Recorders and/or Phonographs	9	a	5	7
Microfilm Projectors	—	a	1	3
Television Receivers	—	a	7	13
Transparency Makers	1	a	1	2
Photo Copiers	1	a	a	1
Dry Mount Presses	—	a	1	1
Duplicators	2	a	1	1
Still Cameras	2	a	1	1
Motion Picture Cameras	1	a	a	2
Video Tape Recorders	—	a	a	2

^aIndicates that no specific requirement was given.

^bWashington standards are listed as minimums.

involved in curriculum planning. The junior high also failed to provide services other than school hours as recommended by the national standards.

Facilities at Estacada Junior High School did not achieve all the recommendations set by the standards as indicated in Table XII. The junior high did not have conference rooms as recommended by Washington and national standards. It did not have adequate storage space for equipment as specified by Oregon and national standards. National standards also recommended a darkroom which the junior high did not have. Total overall square footage of the media center failed to meet national standards.

Table XIII indicates Estacada Junior High should have at least a half time aide as specified by Oregon and Washington standards. National standards recommended both a full time aide and a full time technician. Washington standards recommended that the librarian have additional college training.

The librarian at the junior high indicated in Table XIV on page 32 that the junior high had an inadequate budget for its media program. This was affirmed by Washington and national standards.

TABLE XI

SERVICES AVAILABLE IN ESTACADA JUNIOR HIGH SCHOOLS MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA JUNIOR HIGH	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	YES	YES	a	YES
Do you have a regular procedure for materials selection?	YES	a	a	YES
Do you provide for materials production?	NO	a	YES	YES
Are you active in curriculum planning?	NO	a	YES	YES
Do you provide in-service instruction?	YES	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	YES	a	a	a
Do you train student help?	NO	a	a	a
Do you offer media services other than school hours?	NO	a	a	YES

^aIndicates that no specific requirement was given.

TABLE XII

FACILITIES AVAILABLE IN ESTACADA JUNIOR HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA JUNIOR HIGH	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	NO	a	YES	YES
Do you provide space for student production?	NO	a	a	a
Do you have space for listening and viewing?	YES	a	YES	YES
Do you have a darkroom?	NO	a	a	YES
Do you have a materials production room?	YES	a	a	YES
Do you have adequate space for equipment storage?	NO	YES	a	YES
How many square feet do you have in your center?	2268	a	a	8,090- 10,420

^aIndicates that no specific requirement was given.

TABLE XIII

PERSONNEL AVAILABLE IN ESTACADA JUNIOR HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA JUNIOR HIGH	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	YES	YES	YES	YES
Do you have any staff members?	NO	YES	YES	YES
If so, how many hours per week?	—	20	20	80
Technical?	—	NO	NO	1
Professional?	—	NO	NO	NO
How many college quarter hours of audio visual have you had?	12	a	24	a
Number of years experience as librarian or media specialist?	4	a	a	a
How many years as a classroom teacher?	30	a	a	a

^aIndicates that no specific requirement was given.

TABLE XIV

BUDGET AVAILABLE IN ESTACADA JUNIOR HIGH SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA JUNIOR HIGH	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	NO	a	YES	YES
Do you have control over the expenditure of your budget?	YES	a	YES	YES
Do you propose an annual budget?	YES	a	YES	a
Is your budget decided by the principal?	NO	a	a	a
Is your budget decided by a district budget committee?	YES	a	a	a
Your total budget per year?	\$750	a	\$4995 ^c	\$13,586 ^b

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual
school and the system media center.

^cThis figure is for materials only.

V. ESTACADA MIDDLE SCHOOL

Table XV shows that Estacada Middle School achieved only a few of the recommendations for materials as specified by Oregon, Washington, and national standards. The middle school failed to meet all three standards' recommendations for books. The middle school also did not provide sufficient numbers of magazines and newspapers as specified by Oregon and national standards. It did not have adequate quantities of filmstrips, records, and tapes as specified by Washington and national standards. National standards for 8mm films, slides, globes, pictures, and transparencies were much higher than the quantities possessed by the middle school.

Estacada Middle School did not provide sufficient numbers of equipment in many areas as indicated in Table XVI. It failed to meet the minimum Washington and national standards for overhead projectors, 8mm projectors, audio tape recorders, microfilm projectors, television receivers, and still cameras. National standards for 16mm projectors, slide-filmstrip projectors, transparency makers, motion picture cameras, and video tape recorders were higher than the quantities provided by the middle school's media program.

Table XVII indicates that the middle school's media did not provide for materials production services as recommended by Washington and national standards. The librarian was not actively involved in curriculum planning which was

TABLE XV

MATERIALS AVAILABLE IN ESTACADA MIDDLE SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA MIDDLE SCHOOL	OREGON	WASHINGTON	NATIONAL
Books	2,654	4,900	5,880	10,000
Magazines	16	38	15	40-50
Newspapers	1	2	1	3-6
Vertical File Material	40	a	a	a
Filmstrips	112	a	500	1,500
Records and/or Tapes	31	a	700	3,000
8MM Films	—	a	a	735
Slides	—	a	a	2,000
Globes	7	a	a	21
Maps	20	a	a	a
Pictures	15	a	a	310
Transparencies	32	a	a	2,000
Video Tapes	—	a	a	a
Kits	5	a	a	a

^aIndicates that no specific requirement was given.

TABLE XVI

EQUIPMENT AVAILABLE IN ESTACADA MIDDLE SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA MIDDLE SCHOOL	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	4	a	6	21
16MM Projectors	3	a	2	7
8MM Projectors	—	a	2	21
Slide-Filmstrip Projectors	6	a	5	16
Audio Tape Recorders	2	a	4	12
Phonographs	9	a	3	3
Microfilm Projectors	—	a	1	3
Television Receivers	1	a	8	20
Transparency Makers	1	a	1	2
Photo Copiers	—	a	a	2
Dry Mount Presses	2	a	1	1
Duplicators	2	a	1	2
Still Cameras	—	a	1	1
Motion Picture Cameras	—	a	a	2
Video Tape Recorders	—	a	a	2

^aIndicates that no specific requirement was given.^bWashington standards are minimums.

also specified by Washington and national standards. The middle school failed to provide media services other than school hours as specified by national standards.

The media facilities at Estacada Middle School were insufficient in many areas as indicated in Table XVIII. No conference rooms were available as recommended by Washington and national standards. There was inadequate space for the storage of equipment as specified by Oregon and national standards. National standards also specified a darkroom which the middle school did not have. The middle school failed to provide sufficient overall square footage as required by national standards.

National standards in Table XIX recommended that the middle school have an additional full time professional and a full time technician. Washington standards recommended that the librarian have additional college training.

Table XX on page 40 shows that the librarian felt that the middle school had an inadequate budget for its media program. This was confirmed by Washington and national standards.

TABLE XVII

SERVICES AVAILABLE IN ESTACADA MIDDLE SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA MIDDLE SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	YES	YES	a	YES
Do you have a regular procedure for materials selection?	YES	a	a	YES
Do you provide for materials production?	NO	a	YES	YES
Are you active in curriculum planning?	NO	a	YES	YES
Do you provide in-service instruction?	YES	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	YES	a	a	a
Do you train student help?	YES	a	a	a
Do you offer media services other than school hours?	NO	a	a	YES

^aIndicates that no specific requirement was given.

TABLE XVIII

FACILITIES AVAILABLE IN ESTACADA MIDDLE SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA MIDDLE SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	NO	a	YES	YES
Do you provide space for student production?	NO	a	a	a
Do you have space for listening and viewing?	YES	a	YES	YES
Do you have a darkroom?	NO	a	a	YES
Do you have a materials production room?	YES	a	a	YES
Do you have adequate space for equipment storage?	NO	YES	a	YES
How many square feet do you have in your center?	1838	a	a	9,050- 11,380

^aIndicates that no specific requirement was given.

TABLE XIX

PERSONNEL AVAILABLE IN ESTACADA MIDDLE SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA MIDDLE SCHOOL	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	YES	NO	YES	YES
Do you have any staff members?	YES	YES	YES	YES
If so, how many hours per week?	40	40	20	120
Technical?	NO	NO	NO	1
Professional?	NO	NO	NO	1
How many college quarter hours of audio visual have you had?	18	a	24	a
Number of years experience as librarian or media specialist?	2	a	a	a
How many years as a classroom teacher?	—	a	a	a

^aIndicates that no specific requirement was given.

TABLE XX

BUDGET AVAILABLE IN ESTACADA MIDDLE SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA MIDDLE SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	NO	a	YES	YES
Do you have control over the expenditure of your budget?	YES	a	YES	YES
Do you propose an annual budget?	YES	a	YES	a
Is your budget decided by the principal?	NO	a	a	a
Is your budget decided by a district budget committee?	YES	a	a	a
Your total budget per year?	\$750	a	\$5880 ^c	\$19,992 ^b ^c

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual
school and the system media center.

^cThis figure is for materials only.

VI. ESTACADA PRIMARY SCHOOL

Estacada Primary School's media program failed to meet any one of the recommendations for materials as specified by Oregon, Washington, and national standards in Table XXI.

The primary school did not achieve twenty-two of the twenty-seven recommendations for equipment in Table XXII as specified by minimum Washington State and national standards. The school's media program failed to attain Washington and national standards for overhead projectors, 8mm projectors, slide-filmstrip projectors, audio tape recorders, phonographs, microfilm projectors, television receivers, transparency makers, and still cameras. National standards' recommendations for 16mm projectors, photo copiers, motion picture cameras, and video tape recorders were much higher than the quantity available in the primary school's media program. Oregon did not give requirements for equipment.

Table XXIII shows that the primary school did not provide for materials production as recommended by Washington and national standards. The Washington and national standards also recommended that the individual in charge of the media program be actively involved in curriculum planning. The library aide indicated that she was not involved in such planning. National standards recommended that media services be available other than school

TABLE XXI

MATERIALS AVAILABLE IN ESTACADA PRIMARY SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA PRIMARY SCHOOL	OREGON	WASHINGTON	NATIONAL
Books	2,315	3,330	3,996	10,000
Magazines	8	26	15	40-50
Newspapers	—	2	1	3-6
Vertical File Material	20	a	a	a
Filmstrips	120	a	460	1,500
Records and/or Tapes	21	a	660	3,000
8MM Films	—	a	a	500
Slides	—	a	a	2,000
Globes	2	a	a	21
Maps	2	a	a	a
Pictures	25	a	a	310
Transparencies	32	a	a	2,000
Video Tapes	—	a	a	a
Kits	4	a	a	a

^aIndicates that no specific requirement was given.

TABLE XXII

EQUIPMENT AVAILABLE IN ESTACADA PRIMARY SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA PRIMARY SCHOOL	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	3	a	6	21
16MM Projectors	2	a	2	7
8MM Projectors	—	a	2	21
Slide-Filmstrip Projectors	4	a	5	16
Audio Tape Recorder	2	a	4	12
Phonographs	6	a	19	19
Microfilm Projectors	—	a	1	3
Television Receivers	2	a	8	20
Transparency Makers	—	a	1	2
Photo Copiers	—	a	a	2
Dry Mount Presses	1	a	1	1
Duplicators	2	a	1	2
Still Cameras	—	a	1	1
Motion Picture Cameras	—	a	a	2
Video Tape Recorders	—	a	a	2

^aIndicates that no specific requirement was given.

^bWashington standards are minimums.

TABLE XXIII

SERVICES AVAILABLE IN ESTACADA PRIMARY SCHOOL'S MEDIA PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA PRIMARY SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	YES	YES	a	YES
Do you have a regular procedure for materials selection?	YES	a	a	YES
Do you provide for materials production?	NO	a	YES	YES
Are you active in curriculum planning?	NO	a	YES	YES
Do you provide in-service instruction?	YES	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	NO	a	a	a
Do you train student help?	NO	a	a	a
Do you offer media services other than school hours?	NO	a	a	YES

^aIndicates that no specific requirement was given.

hours. Extra hour services were not provided by primary school's media program.

Estacada Primary School did not have conference rooms in its media facilities. Such rooms were recommended by Washington and national standards in Table XXIV. The primary school did not have a darkroom as specified by national standards. National standards also recommended that the primary school should provide more overall space.

Table XXV indicates that Oregon, Washington, and national standards specified additional staff in the primary school's program. Washington recommended an additional half time aide. Oregon required a full time aide. National standards recommended that the school have one extra full time aide and one full time technician. Washington standards also specified that the library aide have additional college training.

The library aide indicated in Table XXVI that the primary school's media program had an inadequate budget. This was confirmed by Washington and national standards. The library aide also indicated that she did not have control over the expenditure of the media program's budget. Washington and national standards specified that the individual in charge of the program should have control over the program's budget.

TABLE XXIV

FACILITIES AVAILABLE IN ESTACADA PRIMARY SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA PRIMARY SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	NO	a	YES	YES
Do you provide space for student production?	NO	a	a	a
Do you have space for listening and viewing?	YES	a	YES	YES
Do you have a darkroom?	NO	a	a	YES
Do you have a materials production room?	NO	a	a	YES
Do you have adequate space for equipment storage?	NO	YES	a	YES
How many square feet do you have in your center?	1500	a	a	8,090- 10,420

^aIndicates that no specific requirement was given.

TABLE XXV

PERSONNEL AVAILABLE IN ESTACADA PRIMARY SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA PRIMARY SCHOOL	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	YES	NO	YES	YES
Do you have any staff members?	NO	YES	YES	YES
If so, how many hours per week?	—	40	20	80
Technical?	—	NO	NO	1
Professional?	—	NO	NO	NO
How many college quarter hours of audio visual have you had?	15	a	24	a
Number of years experience as librarian or media specialist?	3	a	a	a
How many years as a classroom teacher?	—	a	a	a

^aIndicates that no specific requirement was given.

TABLE XXVI

BUDGET AVAILABLE IN ESTACADA PRIMARY SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	ESTACADA PRIMARY SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	NO	a	YES	YES
Do you have control over the expenditure of your budget?	NO	a	YES	YES
Do you propose an annual budget?	NO	a	YES	a
Is your budget decided by the principal?	NO	a	a	a
Is your budget decided by a district budget committee?	YES	a	a	a
Your total budget per year?	\$300	a	\$3,996 ^c	\$13,586 ^b

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual school and the system media center.

^cThis figure is for materials only.

VII. EAGLE CREEK-BARTON

The Eagle Creek-Barton media program did not meet most of the specifications for materials as indicated in Table XXVII. The media program was able to achieve only one of the eighteen state and national recommendations and requirements for materials.

Table XXVIII shows that the media program for the Eagle Creek and Barton Elementary Schools did not meet most of the recommendations for equipment. It failed to meet minimum Washington and national standards for overhead projectors, 8mm projectors, audio tape recorders, phonographs, microfilm projectors, television receivers, transparency makers, dry mount presses, and still cameras. National standards recommended higher quantities of 16mm projectors, slide-filmstrip projectors, photo copiers, motion picture cameras, and video tape recorders than the media program provided. Oregon did not give specific standards for equipment.

The Eagle Creek-Barton media program did not provide for materials production or in-service instruction for teachers as recommended by Washington and national standards in Table XXIV. Washington and national standards also recommended that the individual in charge of the media program should be actively involved in curriculum planning. The library aide indicated that she was not involved in

TABLE XXVII

MATERIALS AVAILABLE IN EAGLE CREEK-BARTON SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	EAGLE CREEK- BARTON	OREGON	WASHINGTON	NATIONAL
Books	2,016	2,000	2,400	10,000
Magazines	—	20	15	40-50
Newspapers	—	2	1	3-6
Vertical File Material	—	a	a	a
Filmstrips	2	a	440	1,500
Records and/or Tapes	3	a	640	3,000
8MM Films	—	a	a	500
Slides	—	a	a	2,000
Globes	1	a	a	10
Maps	—	a	a	a
Pictures	—	a	a	145
Transparencies	1	a	a	2,000
Video Tapes	—	a	a	a
Kits	—	a	a	a

^aIndicates that no specific requirement was given.

TABLE XXIX

SERVICES AVAILABLE IN EAGLE CREEK-BARTON SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	EAGLE CREEK- BARTON	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	YES	YES	a	YES
Do you have a regular procedure for materials selection?	YES	a	a	YES
Do you provide for materials production?	NO	a	YES	YES
Are you active in curriculum planning?	NO	a	YES	YES
Do you provide in-service instruction?	NO	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	NO	a	a	a
Do you train student help?	NO	a	a	a
Do you offer media services other than school hours?	NO	a	a	YES

^aIndicates that no specific requirement was given.

TABLE XXVIII

EQUIPMENT AVAILABLE IN EAGLE CREEK-BARTON SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	EAGLE CREEK- BARTON	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	1	a	3	10
16MM Projectors	1	a	1	4
8MM Projectors	—	a	1	18
Slide-Filmstrip Projectors	2	a	2	10
Audio Tape Recorders	—	a	2	6
Phonographs	2	a	6	6
Microfilm Projectors	—	a	1	1
Television Receivers	1	a	3	9
Transparency Makers	—	a	1	2
Photo Copiers	—	a	a	1
Dry Mount Presses	—	a	1	1
Duplicators	1	a	1	1
Still Cameras	—	a	1	1
Motion Picture Cameras	—	a	a	2
Video Tape Recorders	—	a	a	2

^aIndicates that no specific requirement was given.^bWashington standards are minimums.

curriculum planning. National standards also recommended that the program provide media services other than school hours, which was not provided by the program.

The media facilities were also insufficient in many areas as indicated in Table XXX. National standards recommended a darkroom and a materials production room which the program for Eagle Creek and Barton did not offer. The national standards also recommended more overall square footage in the media center than was provided. Both Washington and national standards recommended conference rooms which the Eagle Creek-Barton facilities did not provide.

Table XXXI shows that national standards recommended that a full time professional and a full time technician be added to the media staff. National standards also recommended that the library aide spend more time with the media program. Washington standards specified a half time professional, with twenty-four hours of college courses in library science and audiovisual, be added to the media staff.

The library aide indicated in Table XXXII that the media program was inadequately financed. This was confirmed by Washington and national standards. Washington and national standards also recommended that the individual in charge of the media program have control over the expenditure of the media budget. The library aide indicated that she did not have control over budget expenditure.

TABLE XXX

FACILITIES AVAILABLE IN EAGLE CREEK-BARTON SCHOOL'S MEDIA PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	EAGLE CREEK- BARTON	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	NO	a	YES	YES
Do you provide space for student production?	NO	a	a	a
Do you have space for listening and viewing?	YES	a	YES	YES
Do you have a darkroom?	NO	a	a	YES
Do you have a materials production room?	NO	a	a	YES
Do you have adequate space for equipment storage?	YES	YES	a	YES
How many square feet do you have in your center?	1,838	a	a	8,090- 10,420

^aIndicates that no specific requirement was given.

TABLE XXXI

PERSONNEL AVAILABLE IN EAGLE CREEK-BARTON SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	EAGLE CREEK- BARTON	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	NO	NO ^b	NO	YES
If not, how many hours per week?	7 1/2	a	20	a
Do you have any staff members?	NO	YES	YES	YES
If so, how many hours per week?	—	20	10	80
Technical?	—	NO	NO	1
Professional?	—	NO	NO	NO
How many college quarter hours of audio visual have you had?	—	a	24	a
Number of years experience as librarian or media specialist?	1	a	a	a
How many years as a classroom teacher?	—	a	a	a

^aIndicates that no specific requirement was given.^bDistrict Supervision

TABLE XXXII

BUDGET AVAILABLE IN EAGLE CREEK-BARTON SCHOOL'S MEDIA
PROGRAM COMPARED TO NATIONAL AND STATE STANDARDS

	EAGLE CREEK- BARTON	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	NO	a	YES	YES
Do you have control over the expenditure of your budget?	NO	a	YES	YES
Do you propose an annual budget?	NO	a	YES	a
Is your budget decided by the principal?	NO	a	a	a
Is your budget decided by a district budget committee?	YES	a	a	a
Your total budget per year?	\$300	a	\$2,400 ^c	\$8,160 ^b

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual school and the system media center.

^cThis figure is for materials only.

VIII. REDLAND ELEMENTARY SCHOOL

Redland Elementary School failed to meet all of the recommendations and requirements for materials as established by Oregon, Washington, and national standards in Table XXXIII. Most categories indicated that the media program's quantities of materials were far from attaining most of the standards.

Table XXXIV indicates that Redland's media program failed to achieve twenty of the twenty-seven recommendations set by minimum Washington and national standards for equipment. The media program did not have adequate quantities of overhead projectors, 8mm projectors, audio tape recorders, phonographs, microfilm projectors, television receivers, and dry mount presses to meet either Washington or national standards. National standards for 16mm projectors, transparency makers, photo copiers, motion picture cameras, and video tape recorders were higher than the quantities in the Redland Elementary School's media program. Oregon did not give requirements for equipment.

Table XXXV shows that the media program did not provide many of the requirements and recommendations for services as established by the three state and national standards. Washington and national standards recommended that the school's media program provide; (1) a written selection policy; and (2) in-service instruction for teachers, which Redland did not provide. They also recommended

TABLE XXXIII

MATERIALS AVAILABLE IN REDLAND SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	REDLAND SCHOOL	OREGON	WASHINGTON	NATIONAL
Books	3,500	4,200	5,040	10,000
Magazines	4	32	70	50-75
Newspapers	—	2	2	3-6
Vertical File Material	1	a	a	a
Filmstrips	—	a	480	1,500
Records and/or Tapes	30	a	680	3,000
8MM Films	—	a	a	630
Slides	—	a	a	2,000
Globes	—	a	a	21
Maps	—	a	a	a
Pictures	—	a	a	310
Transparencies	—	a	a	2,000
Video Tapes	—	a	a	a
Kits	—	a	a	a

^aIndicates that no specific requirement was given.

TABLE XXXIV

EQUIPMENT AVAILABLE IN REDLAND SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	REDLAND SCHOOL	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	4	a	6	7
16MM Projectors	5	a	2	7
8MM Projectors	1	a	2	27
Slide-Filmstrip Projectors	6	a	5	16
Audio Tape Recorders	3	a	4	12
Phonographs	6	a	12	14
Microfilm Projectors	—	a	1	3
Television Receivers	—	a	4	20
Transparency Makers	1	a	1	2
Photo Copiers	1	a	a	2
Dry Mount Presses	—	a	1	1
Duplicators	2	a	1	2
Still Cameras	2	a	1	1
Motion Picture Cameras	1	a	a	2
Video Tape Recorders	—	a	a	2

^aIndicates that no specific requirement was given.^bWashington standards are minimums.

that the individual in charge of the program be actively involved in curriculum planning. The secretary-librarian indicated that she was not involved in curriculum planning. National standards recommended that the Redland program offer services other than school hours.

The media facilities at Redland were below standards in most instances as shown in Table XXXVI. The media program did not provide the conference rooms and space for listening and viewing that were recommended by Washington and national standards. National standards also recommended a darkroom which was not provided. The total square footage of the media center specified by national standards was much higher than that provided at Redland Elementary.

Table XXXVII indicates that Redland's media program failed to meet the personnel recommendations and requirements of Oregon, Washington, and national standards. All three standards specified additional aides. Washington standards recommended that a professional media person with twenty-four quarter credit hours of college courses in audiovisual and library science be added to the staff. National standards recommended that a full time technician be added.

The secretary-librarian at Redland Elementary School responded in Table XXXVIII on page 64 that the media program had an inadequate budget. This was confirmed by both the Washington and national standards.

TABLE XXXV

SERVICES AVAILABLE IN REDLAND SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	REDLAND SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	NO	YES	a	YES
Do you have a regular procedure for materials selection?	YES	a	a	YES
Do you provide for materials production?	YES	a	YES	YES
Are you active in curriculum planning?	NO	a	YES	YES
Do you provide in-service instruction?	NO	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	NO	a	a	a
Do you train student help?	NO	a	a	a
Do you offer media services other than school hours?	NO	a	a	YES

^aIndicates that no specific requirement was given.

TABLE XXXVI

FACILITIES AVAILABLE IN REDLAND SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	REDLAND SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	NO	a	YES	YES
Do you provide space for student production?	NO	a	a	a
Do you have space for listening and viewing?	NO	a	YES	YES
Do you have a darkroom?	NO	a	a	YES
Do you have a materials production room?	NO	a	a	YES
Do you have adequate space for equipment storage?	YES	YES	a	YES
How many square feet do you have in your center?	600	a	a	8,610- 10,940

^aIndicates that no specific requirement was given.

TABLE XXXVII

PERSONNEL AVAILABLE IN REDLAND SCHOOL'S MEDIA PROGRAM
 COMPARED TO NATIONAL AND STATE STANDARDS

	REDLAND SCHOOL	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	NO	NO	YES	YES
If not, how many hours per week?	10	20	a	a
Do you have any staff members?	NO	YES	YES	YES
If so, how many hours per week?	—	40	20	120
Technical?	—	NO	a	1
Professional?	—	NO	NO	1
How many college quarter hours of audio visual have you had?	—	a	24	a
Number of years experience as librarian or media specialist?	7	a	a	a
How many years as a classroom teacher?	—	a	a	a

^aIndicates that no specific requirement was given.

TABLE XXXVIII

BUDGET AVAILABLE IN REDLAND SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	REDLAND SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	NO	a	YES	YES
Do you have control over the expenditure of your budget?	YES	a	YES	YES
Do you propose an annual budget?	NO	a	YES	a
Is your budget decided by the principal?	YES	a	a	a
Is your budget decided by a district budget committee?	YES	a	a	a
Your total budget per year?	\$1,050	a	\$5,040 ^c	\$17,136 ^b

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual school and the system media center.

^cThis figure is for materials only.

IX. THREE LYNX ELEMENTARY SCHOOL

Three Lynx Elementary School met about half of the recommendations and requirements for materials established by Oregon, Washington, and national standards in Table XXXIX. Three Lynx failed to achieve national standards for books, newspapers, filmstrips, records and tapes, 8mm films, slides, pictures, and transparencies. National standards, however, were based on schools with enrollments of at least two hundred and fifty students. Three Lynx has an enrollment of eighty students. Washington standards for magazines, filmstrips, records, and tapes were higher than the quantities provided by the Three Lynx media program.

Table XL shows that the media program did not meet fifteen of the twenty-seven recommendations for equipment specified by minimum Washington and national standards. Oregon did not give requirements for equipment. Three Lynx failed to provide sufficient numbers of overhead projectors, 16mm projectors, slide-filmstrip projectors, audio tape recorders, transparency makers, photo copiers, motion picture cameras, and video tape recorders recommended by national standards. Both minimum Washington and national standards recommended that Three Lynx have greater numbers of dry mount presses and still cameras.

The Three Lynx media program did not provide most of the services specified by the three standards in Table XLI. Oregon and national standards specified that

TABLE XXXIX

MATERIALS AVAILABLE IN THREE LYNX SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	THREE LYNX SCHOOL	OREGON	WASHINGTON	NATIONAL ^b
Books	2,000	800	960	10,000
Magazines	15	14	70	50-75
Newspapers	2	2	2	3-6
Vertical File Material	100	a	a	a
Filmstrips	75	a	420	1,500
Records and/or Tapes	50	a	620	3,000
8MM Films	—	a	a	500
Slides	—	a	a	2,000
Globes	6	a	a	6
Maps	12	a	a	a
Pictures	—	a	a	85
Transparencies	3	a	a	2,000
Video Tapes	—	a	a	a
Kits	5	a	a	a

^aIndicates that no specific requirement was given.

^bBased upon an enrollment of 250

TABLE XL

EQUIPMENT AVAILABLE IN THREE LYNX SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	THREE LYNX SCHOOL	OREGON	WASHINGTON ^b	NATIONAL
Overhead Projectors	2	a	2 ⁺	6
16MM Projectors	1	a	1	3
8MM Projectors	—	a	—	16
Slide-Filmstrip Projectors	2	a	1	6
Audio Tape Recorders	2	a	1	4
Phonographs	4	a	4	4
Microfilm Projectors	—	a	1	0
Television Receivers	—	a	—	—
Transparency Makers	1	a	1	2
Photo Copiers	—	a	a	7
Dry Mount Presses	—	a	1	1
Duplicators	1	a	1	1
Still Cameras	—	a	1	1
Motion Picture Cameras	—	a	a	1
Video Tape Recorders	—	a	a	2

^aIndicates that no specific requirement was given...

^bWashington standards are minimums.

Three Lynx should have a written selection policy. The district clerk indicated that the school did not have such a written policy. The media program did not offer materials production as recommended by Washington and national standards. National standards also recommended that a regular procedure for materials selection be established at Three Lynx Elementary School.

The media facilities at Three Lynx did not provide a few of the recommendations specified by Washington and national standards in Table XLII. Three Lynx did not have the conference rooms recommended by Washington and national standards. National standards also specified that Three Lynx should add a darkroom, a materials production room and expand its overall space.

Table XLIII shows that Washington standards recommended that Three Lynx have an additional professional person with twenty-four quarter credit hours of audiovisual and library science college courses. National standards gave no specific recommendations.

The district clerk at Three Lynx indicated in Table XLIV on page 72 that the media program was adequately funded. Washington and national standards, however, specified that the media budget be increased.

TABLE XLI

SERVICES AVAILABLE IN THREE LYNX SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	THREE LYNX SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have a written selection policy?	NO	YES	a	YES
Do you have a regular procedure for materials selection?	NO	a	a	YES
Do you provide for materials production?	NO	a	YES	YES
Are you active in curriculum planning?	NO	a	YES	YES
Do you provide in-service instruction?	YES	a	YES	YES
Do you instruct students in the use of facilities?	YES	a	YES	YES
Do you make a periodic report to administrators?	YES	a	a	YES
Do you do any maintenance of equipment?	YES	a	a	a
Do you train student help?	YES	a	a	a
Do you offer media services other than school hours?	YES	a	a	YES

^aIndicates that no specific requirement was given.

TABLE XLII

FACILITIES AVAILABLE IN THREE LYNX SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	THREE LYNX SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you provide for individual study?	YES	YES	YES	YES
Do you have conference rooms?	NO	a	YES	YES
Do you provide space for student production?	YES	a	a	a
Do you have space for listening and viewing?	YES	a	YES	YES
Do you have a darkroom?	NO	a	a	YES
Do you have a materials production room?	NO	a	a	YES
Do you have adequate space for equipment storage?	YES	YES	a	YES
How many square feet do you have in your center?	900	a	a	8,090- 10,420

^aIndicates that no specific requirement was given.

TABLE XLIII

PERSONNEL AVAILABLE IN THREE LYNX SCHOOL'S MEDIA PROGRAM
 COMPARED TO NATIONAL AND STATE STANDARDS

	THREE LYNX SCHOOL	OREGON	WASHINGTON	NATIONAL
Are you employed full time?	NO	NO ^b	NO	a
If not, how many hours per week?	5	a	20	a
Do you have any staff members?	NO	NO	YES	a
If so, how many hours per week?	—	—	10	a
Technical?	—	—	NO	a
Professional?	—	—	NO	a
How many college quarter hours of audio visual have you had?	—	a	24	a
Number of years experience as librarian or media specialist?	3	a	a	a
How many years as a classroom teacher?	—	a	a	a

^aIndicates that no specific requirement was given.

^bDistrict Supervision.

TABLE XLIV

BUDGET AVAILABLE IN THREE LYNX SCHOOL'S MEDIA PROGRAM
COMPARED TO NATIONAL AND STATE STANDARDS

	THREE LYNX SCHOOL	OREGON	WASHINGTON	NATIONAL
Do you have an adequate budget?	YES	a	YES	YES
Do you have control over the expenditure of your budget?	YES	a	YES	YES
Do you propose an annual budget?	YES	a	YES	a
Is your budget decided by the principal?	a	a	a	a
Is your budget decided by a district budget committee?	NO	a	a	a
Your total budget per year?	\$500	a	\$2,800 ^c	\$3,264 ^b

^aIndicates that no specific requirement was given.

^bThis figure includes money for the individual school and the system media center.

^cThis figure is for materials only.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to gather information about the media programs available in the schools within the geographical boundries of the Estacada Union High School District. The study investigated each of the seven programs separately.

The changing characteristics of society and education necessitates that educators continually reassess their educational programs. National organizations such as the American Association of School Librarians and the Department of Audiovisual Instruction and their relative state groups have been continually revising and up dating their standards to meet the challenges faced by educational institutions.

The individual school should take advantage of the opportunity to use the judgements of these organizations as guidelines for developing and improving their media programs. The comparative application of media standards can aid schools in identifying strengths and weaknesses of their individual programs. This study has provided such comparative information for the schools.

A questionnaire was developed to gather the essential information necessary in compiling the appropriate data. The instrument was constructed after careful review of state and national standards for school media programs.

The six basic elements of the instrument were:

(1) equipment; (2) materials; (3) services; (4) facilities; (5) personnel; and (6) budget. The resulting data was then compiled and compared to Oregon, Washington, and national school media standards.

II. CONCLUSIONS

Each school's media program has been presented separately for the purpose of comparing the individual school to state and national standards rather than with the other schools. Therefore, conclusions about the media programs will also be made separately.

Estacada Union High School. The media program achieved most of the recommendations and requirements presented by the state and national standards. The quantities of materials and equipment were the weakest areas of the media program.

Estacada Junior High School. All areas of the junior high program displayed some weaknesses. The areas of materials and equipment were the most noticeable.

Estacada Middle School. The middle school's media program did not meet standards in many categories. The quantities of materials and equipment were the most deficient.

Estacada Primary School. The primary school's most apparent weaknesses were in the areas of materials, equipment, and budget.

Eagle Creek-Barton. The media program for the Eagle Creek and Barton schools displayed its primary weaknesses in the areas of equipment, facilities, and personnel.

Three Lynx Elementary School. The Three Lynx media program showed overall strength. The only significant weakness was in services available to the students and teachers.

Redland Elementary School. The Redland media program displayed a consistent weakness in all areas.

III. RECOMMENDATIONS

Recommendations for the individual school's media program must ultimately be made by the administrators and the individuals in charge of the media programs. Each school must carefully consider its own educational goals and needs. Any specific recommendations by the writer for a specific school could only be superfluous and unnecessary. However, general recommendations applicable to all schools can be beneficial.

1. Each administrator and individual in charge of a media program should review the school's media program in relation to the state and national standards as supplied by this study.

2. Consideration should be given to the role of the media program in facilitation of more efficient education.
3. Schools should consider hiring a consultant to aid in the evaluation of the media program in schools where no media specialist is immediately available.
4. Consolidation of the school districts should be considered as a means to providing improved media programs.
5. Adequate supervision should be regularly provided for those schools that do not have professional librarians or media specialists.
6. In-service training should be provided by the schools for the individuals who are in charge of the media programs.
7. Administrators should also encourage additional college training by tuition reimbursement of released time (18:4).
8. Greater financial support should be given the media programs.
9. Each school should develop long range goals and objectives for the media program.

"Today, educators and other citizens realize that educational programs of vitality, worth, and significance to students and to society depend upon excellent media services and resources in the schools" (11:5).

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APPENDIX

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Dear Colleague:

As part of the requirements for the Master of Education degree at Central Washington State College I am surveying the instructional media programs of the schools within the Estacada Union High School District.

The information received will be compared to standards set by concerned organizations such as the American Association of School Librarians and the Department of Audiovisual Instruction, and also state regulating agencies.

Your cooperation would be greatly appreciated. If you desire a summary of the findings please check below.

Sincerely yours,

Vern Hess
Media Coordinator
Estacada Union High School

I would like a copy of the findings. _____

I. Materials and Equipment

How many of the following do you have in your media program? If you do not know the exact numbers please estimate.

A. Materials:

1. Books _____
 - a. Titles _____
 - b. Volumes _____
2. Magazine titles _____
3. Newspaper titles _____
4. Vertical file pamphlets _____
5. Filmstrips _____
6. 8mm filmloops _____
7. 8mm films _____
8. 16mm films _____
 - a. Those owned by you _____
 - b. Number of uses including all sources _____
9. Audio tapes _____
10. Phonograph records _____
11. Transparency sets _____
12. Slide sets _____
- 13.. Video tapes _____
14. Maps _____
15. Globes _____
16. Models, realia, specimens _____
17. Kits _____
18. Pictures _____
19. Other materials _____

B. Equipment:

- | | |
|---|-------|
| 1. Overhead projectors | _____ |
| 2. 16mm projectors | _____ |
| 3. 8mm projectors | |
| a. Cartridge | _____ |
| b. Reel to reel | _____ |
| 4. Slide (only) projectors | _____ |
| 5. Combination slide-filmstrip projectors | _____ |
| 6. Filmstrip (only) projectors | _____ |
| 7. Sound filmstrip projectors | _____ |
| 8. Audio tape recorders | |
| a. Cassette | _____ |
| b. Reel to reel | _____ |
| 9. Phonographs | _____ |
| 10. Microfilm projectors | _____ |
| 11. Television receivers | _____ |
| 12. Video tape recorders | _____ |

C. Production equipment	In Center	Available in School
1. Thermal copiers	_____	_____
2. Photo copiers	_____	_____
3. Dry mount presses	_____	_____
4. Diazo printers	_____	_____
5. Spirit duplicators	_____	_____
6. Mimeographs	_____	_____
7. Still cameras	_____	_____
8. Motion picture cameras	_____	_____

II. Services:

Yes

No

- | | | |
|--|-------|-------|
| A. Do you have a written selection policy? | _____ | _____ |
| B. Do you have a regular procedure for materials selection? | _____ | _____ |
| C. Do you provide materials production for your staff? | _____ | _____ |
| D. Are you actively involved in curriculum planning? | _____ | _____ |
| E. Do you provide inservice instruction for your staff? | _____ | _____ |
| F. Do you instruct students in the use of the media facilities? | _____ | _____ |
| G. Do you make periodic reports to your administration? | _____ | _____ |
| H. Do you do any maintenance of audiovisual equipment yourself? | _____ | _____ |
| I. Do you provide trained student help to aid students and teachers? | _____ | _____ |
| J. Do you provide media services other than during school hours? | _____ | _____ |

III. Quarters:

- | | | |
|--|-------|-------|
| A. Do you provide for individual study? | _____ | _____ |
| B. Do you have conference rooms? | _____ | _____ |
| C. Do you provide space for listening and viewing? | _____ | _____ |
| D. Do you provide space for student production? | _____ | _____ |
| E. Do you have a darkroom? | _____ | _____ |
| F. Do you have a materials production room? | _____ | _____ |
| G. Do you have adequate space for equipment storage? | _____ | _____ |
| H. How many square feet of room do you have in your centers? | _____ | _____ |

IV. Personnel:

Yes No

A. Are you employed full time in this position?

B. Do you have any other staff members?

1. If so how many hours per week?

2. Technical?

3. Professional?

C. How many college quarter hours of library science and/or audiovisual courses have you had?

D. How many years of experience as media coordinator or librarian?

E. How many years of experience as a classroom teacher?

V. Budget:

Yes No

A. Do you have an adequate budget?

B. Do you have control over the expenditure of your budget?

C. Do you propose an annual budget?

D. How is your budget decided?

1. Principal?

2. District budget committee?

3. Other? Please state.

E. What is your total budget per year?

School _____

Number of students _____

Number of teaching stations _____

Your official title _____

Name _____